The Short-Term Course on Social Studies

A REPORT

DEPARTMENT OF EXTENSION SERVICES

DAVID HARE TRAINING COLLEGE

CALCUTTA



Extension Service Deptt. David Hare Training College

INTRODUCTION.

The inclusion of Social Studies in the curriculm of all the multilateral schools of our State evoked a good deal of confusion in the minds of those who were entrusted with the responsibility of teaching this new—and obviously difficult—subject. Keeping this problem in mind, the Departments of Extension Services attached to David Hare Training College and Institute of Education for Women arranged a Seminar of the teachers of Social Studies in Calcutta from the 19th March to the 2nd April, 1957, Dr. Alan Griffin of the Ohio State University, U. S. A., being the Consultant of this Seminar. A comprehensive report of this seminar, was published by our Department a few months back.

Inspite of the outstanding success of the Griffin Seminar, the teachers of Social Studies were in need of further guidance in regard to various aspects concerning effective teaching of the subject. Fortunately enough, our Department was able to organize a Short-tem Follow-up Course in Social Studies at David Hare Training College from the 9th to the 28th December, 1957. Himself a teacher of Social Studies at Monroe High School, Rochester, New York, Mr. M. H. Van Order, who came to our country as a Fulbright scholar, was in charge of conducting this Course.

At the invitation of this Department, as many as teachers of different higher secondary and high schools of Calcutta joined this Course which was inaugurated on 9. 12. 57 by Principal D. N. Ray, Director, Extension Services Department. Taking charge of the Follow-up Course, Mr. Van Order addressed the teacher-participants and explained to them how he wanted to conduct the Course. The participants were divided into five groups as follows :

Batch I : Evaluation.
Batch II : Assignments.

Batch III : Techniques of Presentation.

Batch IV : Reference Books and Additional Source of information.

Batch V : Visual Aids.

Each of these groups was headed by a leader who assigned different types of work to his compeers and convened from time to time meetings, preferably in his own school, so that proper and systematic co-ordination could be achieved. On Saturdays all the batches met Mr. Van Order for general discussion on the work already done and to have his advice on conflicting issues. Then on appointed dates, the leaders of respective batches read out their reports which invited comments and criticisms from all the participants. Among the members of the batch five were congratulated for organizing a small but impressive exhibition of the visual aids prepared by them.

On 28. 12. 57 the short term follow-up Course came to an end. The participants arranged a valedictory function in the afternoon and gave some presentations to the learned guest as a token of friendship and good-will. The Department of Extension Services, suitably thanked Mr. Van Order and the participants. A cup of tea then followed, and after cordial handshakes the Course was declared closed.

REPORT OF GROUP I

On

EVALUATION

The Group felt that several basic considerations should be clarified so that a unity in approaches to evaluations will be achieved :

1. The point of view underlying a programme of evaluation should be consistent with the best knowledge available regardidg child development and sound social education.

2. All the purposes of social education must be kept in mind so that social behaviour, attitudes, appreciations and basic concepts, as well as information, will be appraised. Without clear and comprehensive purposes effective evaluation is impossible.

3. The co-operative nature of evaluation should be recognised and the roles of the teacher, headmaster, and the student clearly defined. The student is an integral part of the evaluative process and is guided to grow in the ability to do *self-evaluation*.

Given below are a few entities of evaluation together with the elements and techniques involved :

(a) *Equipment* : Isolate the factor, e.g., place locations to be put on outline maps.

(b) *Concepts :* Ability to give examples and ability to give and choose correct definitions.

(c) *Locating materials :* Observation of pupils in search of materials ; tests of familiarity with selected books, references and bibliographies ; tests of discrimination in choice of sources for finding answers to given questions.

(d) *Appraising materials* : Ability to distinguish between sources and secondary accounts ; lists of books read, shows attended, radio programmes selected ; ability to select kinds of data needed for a particular problem.

(e) *Studying materials* : Ability to select leading ideas ; kinds and quality of note-books kept ; quality of outlines and summaries ; ability to select the right kind of maps for a given purpose ; ability to interpret cartoons, graphs and tables.

(f) *Utilizing materials :* Ability to recognize sequences, to establish causal relationships ; ability to draw a logical inference, state a generalization.

(g) *Interests* : Observation of choice of books from a varied assortment ; observations of portions of newspaper and subjects of magazines read, after a few minutes , choice of problems and projects ; record of hobbies.

(h) *Co-operation* : Check-lists of instances of voluntary co-operation ; lists of achievements which are the result of joint enterprises.

(i) *Suspended judgment :* A test consisting of sets of statements followed by conclusions of which some are warranted and others unwarranted ; tests to measure the change of opinions after hearing a speech, seeing a show, reading a book.

The Batch also agreed that *well-defined purposes* are needed to guide evaluation. Attention must be given to social behaviour, attitudes, interests, appreciation, skills and information. The neglect of one at the expense of others will lead to imbalance in the social development of students, The purpose to develop and use effective work-habits involves the following aspects :

The pupil

(a) Concentrates on job at hand.

(b) Understands assignment before starting.

(c) Is neat and orderly in written work.

(d) Observes health factors affecting his work.

(e) Strives to improve mastery of skills.

(f) Thinks clearly.

Behaviour should be evaluated in varied situations in order to secure a wide range of evidence regarding the pupil's development. *Attitudes* should be observed in the classroom,

on the play ground and in similar other situations in which the pupil inter-acts with others. *Work-habits* should be appraised in the library, in the classroom as the student works with others, and also in situations in which he works alone. *Growth of concepts and understandings* should be noted in discussions, conversations reports and questions raised by members of the class.

The batch on Evaluation was given an assignment to prepare some Objective Tests on selected periods of Indian History. Accordingly, three members made out the following :—

(I) Ancient History of India

Q. 1. From the list on the right hand side select two names of persons prominent in the period in which they lived. Write those names under the period in which they lived.

(a) Maurya Period.	Kanishka
1. ....2...........	Gautama Buddha
	Ashoka
(b) Kushana Period.	Shashanka
1. ....2............	Kalidasa
	Chanakya
(c) Gupta Period.	Rajyashri
1. ....2..	Alexander
	Aswaghosha
(d) Reign of Harshavardhana.	Samudragupta
1. ....2............	

Q. 2. Complete the following sentences with the words given below :—

India ; Inscriptions ; Diversity ; Aryans ; Ashoka ; Alexander.

(a) India's unity lies in her....................

(b) Non-Aryans had to fight against................for their existence.

(c) ....are one of the most trustworthy sources of our knowledge about the history of ancient India.

(d) Porus was the contemporary of..................

(e) The Kalinga War was the turning point in the life of........................

(f) Kalidasa is called the Shakespeare of..................

Q. 3. Some of the following statements are true and some are false.

Mark T for true and F for false in the spaces on the right side.

(a) The Atharva-Veda is the oldest of all the Vedas. ....

(b) Alexander was the king of England. ....

(c) The Gupta Period is called the Golden Age in the history of India. ....

(d) Harshavardhana was the author of Naganand, Ratnavali, and Priyadarshika. ....

(e) Kalidasa was the court-poet of Chandragupta Maurya. ....

(f) Hiuen Tsang was a Chinese traveller. ....

4. Number the following events in order of their happening by putting within brackets the numbers— 1, 2, 3, 4 & 5.

(a) Alexander's invation in India ( )

(b) Defeat of Harshavardhana by Pulkesein II ( )

(c) The advent of Aryans ( )

(d) The Kalinga War ( )

(e) Death of Gautma Buddha ( )

5. Underline the correct word or words :—

(a) Places associated with the Indus Civilization— Pataliputra, Harappa, Ajanta, Banaras, Mohenjodaro.

(b) Sources of Indian history—Literature, music, inscriptions, Nadir Shah, Coins, excavations, The battle of Plassey, foreigners' accounts.

(c) The Fonder of the mahrya Empire— Shashanka, Harshavardhana, Ashoka, Chandragupta.

(d) Patrons of Buddhism—Pushyamitra Sunga, Ashoka, Kanishka, Dharmapala, Harshavardhana, Mahavirra.

6. Do you agree with the statements ? Put 'yes' or 'no'.

(a) The course of Indian history has been affected by the influence of her geographical features.

(b) The Vedic eivilization is older than the Indus civilization.

(c) Originally the Aryans settled in the Southern part of India.

(d) Porus was a friend of Ambhi.

(e) Ashoka was the son of Chandragupta Maurya.

(f) Samudragupta is called the Napoleon of India.

7. Fill up the blanks so as to make the following statements historically correct :—

(a) The Arthashastra was written by——

(b) ——was the founder af the Sunga dynasty.

(c) Buddhism split up into Mahayana and——.

(d) Traces of Indus civilization are found at——

(e) ——was the greatest of the Kushana Kings.

Muslim period in Indian History.

Q. 1. *Matching form—*

Place the number of each item in column A beside the name in column A with which it is associated.

A		B
(i) Arab conquest of Sindh.	( )	Babur.
(ii) Second battle of Panipath.	( )	Malik Kafur.
(iii) Battle of Haldighat.	( )	Ahmed Shah Durani.
(iv) First battle of Panipath	( )	Akbar.
(v) First Muslim conquest of the Deccan.	( )	Muhammad-bin-Kashim
(vi) Third battle of Panipath.	( )	Rana Pratap.
(vii) The Satnami revolt.	( )	Muhammad-bin-Bakhtiar Khiliji.
(viii) First Muslim conquest of Bengal.	( )	Aurangzeb.
(ix) Battle of Khanua.		
(x) Invasion of Nadir Shah.		

Q. 2. *Time-sequence form—*

Indicate the chronological order of the following events by numbering the items 1, 2, 3, 4, 5, 6.

—Invasion of India by Nadir Shah.

—Preaching of Vaisnavism by Sree Chaitanya,

—Invasion of India by Timur.

—Patriotic fights of Rana Pratap.

—Coming of Sir Thomas Roe to Delhi.

—Visit of Alberuni to India.

Q. 3. *Multiple-choice form –*

Make the following statement historically correct by underlining the right expressions from among those in brackets.

Prithviraj, the last Hindu king of Delhi, was defeated by (Kutubuddin/Muhammad Ghore/Sultan Mahmud/Babur) in the year (1191 A.D./1206 A.D./1192 A.D./1526 A.D.) at the battle of (Und/Panipat/Talikota/Tarain).

Q. 4. Completion type—

Make the following statements historically correct by filling up the blanks with the right names.

(a) Chenghiz Khan came up to the frontiers of India when............was Sultan of Delhi.

(b) Chaitanya preached the Vaisnava cult in Bengal when ....was the ruling king there.

(c) Akbar followed the path of............in his revenue reforms.

(d) Hussain Shah conferred the title of 'Gunaraj Khan' on............, the famous poet of Burdwan.

Q. 5. Classification type—

Below are listed categories of persons and things belonging to the Muslim Period of India. Choices are given in each category of which one is *not* a member. You are to underline the exceptions.

(*a*) *Bengali writers*—Kashiram Das, Suradas, Bharatchandra, Srikar Nundi, Maladhar Basu.

(*b*) *European travellers in India*—Manucchi, Relph Fitch, Alberuni, Tavernier, Bernier.

(*c*) *Famous painters*—Abdus Samad, Madhav, Abul Hasan, Kishendas, Tansen.

(*d*) *Famous books*—Ain-i-Akbari, Ramcharit-Manas, Tarikh-i- Ferista, Dewan-i-Khas, Tujuk.i-Jehangir.

(*e*) *Sanskrit writers*—Bopadeva, Sayanacharya, Vidyapati, Raghunandan, Madhavacharya.

(III) British period in Indian History :

Q. 1. In the left-hand column you will find the names of some European settlements in India with the names of their founders written haphazardly on the right-hand side. Choose the right names from the right-hand side to match those in the other column and put their number within brackets.

(a) Calcutta.	( )	Vasco-da-Gama.
(b) Madras.	( )	Francis Day.
(c) Pondicherry.	( )	Dupleix.
(d) Goa.	( )	Clive.
	( )	Martin.
	( )	Job Charnok.
	( )	Albuquerque.

Q. 2. Arrange in chronological order by putting alongside the numbers 1, 2, 3, 4 and so on :—

—Education Despatch.

—Abolition of Sati.

—Foundation of the Indian National Congress.

—I. N. A. Trial.

—Non-Co-operation Movement.

—Birth of the Muslim League.

—The First Partition of Bengal.

Q. 3. Make the following statements historically correct by underlining the right expressions.

(a) The first attempt to control the affairs of the East India Company in India was made by (Regulating Act/Pitt's India Act/Charter Act of 1833/The Queen's Proclamation).

A	B
—— Monopoly.	4. Exchange for something other than money.
—— Price.	5. Accumulated wealth used for producing more.
—— Capital.	6. Exclusive control secured by legal privilege of the trade in something.
—— Rent.	7. Sending out goods to another country.
—— Legal tender.	8. The expression of the value of goods.
—— Co-operative.	9. Legally levied contribution to state revenue.
—— Money.	10. Association of workmen to secure joint action.
	11. Periodical payment for use of land, house, etc.
	12. A society that plans production or distribution and the members of which share the profit between them.
	13. Money that a creditor is bound to accept in payment.

(III) **Political Terms :**

Q. 1. Put the numbers from the column B in the blanks of the column A so that they are appropriately matched.

A	B
—Franchise.	1. Presiding officer in the Lower House .
—Veto.	2. Secret voting.
—Democracy.	3. Constitutional right to reject an enactment.
—Dictatorship.	4. The class that controls trade and industry.

A		B
—Speaker.	5.	Government by the people, direct or representative.
—Legislature.	6.	Skill in managing international relations.
—Nationality.	7.	Right of voting in public elections.
—Diplomacy·	8.	Totalitarian rule.
—Ballot.	9.	Law-making body of a State.
—Plebiscite.	10.	Right of self-government.
	11.	A people having common language, culture, customs, etc. distinct from those of others.
	12.	Direct Vote of all electors on important public question.

Evaluative Tools :

Among the tools used in pupil evaluation are the profile chart, the progress chart, the cumulative record, and the report card—all used with the individual pupil, and the class analysis chart—used both for an over-all evaluation of the group and for relating the status of the individual pupil to the over-all group picture

Evaluative Techniques :

A check-list is most often used in evaluating the procedures used by a pupil in the performance of some assigned skill. A check-list of actions is prepared in advance. The teacher observes each pupil separately as he attempts to perform the assigned task and keeps a running account of his procedures, both good and bad, in order of occurrence. The pupil's performance is then evaluated in terms of how closely it compares with the most efficient and direct procedures for reaching the goal he was seeking.

REPORTS OF GROUP II & III

The group met in the school premises of the Metropolitan Institution (Main), 39 Sankar Ghosh Lane, Calcutta, on 18. 11. 57, 7. 12. 57 and 13. 12. 57, the attendance being highly satisfactory on all the days. On the 13th December, Mr. Van Order, Prof. S. Mukherjee and Prof. S. Bhattacharya, Co-ordinators of the Extension Services Department, also attended the meeting.

Sri Bireswar Chakravarty read a report on In-Class Assignment, the subject being the conquests of Samudra Gupta. Sri Apurba Chatterjee read a report on Out-of-Class Assignment, the subject being biographical sketches of the Lord Buddha and Mahabir. Sri B. K. Gupta read a report on Long-term Assignment. The collection and preparation of a report on Siberia was his subject. A report on Assignment Procedures was submitted by Sri R. Sengupta.

All these reports were thoroughly discussed by the members in the meeting and some valuable suggestions of the members were incorporated in the reports.

I. Procedures on assignment

The Assignment way—which can be termed as another aspect of activity method—of teaching is quite a novel feature in the field of education in this country. Here is the scope for students to play a great role inside and outside the classroom. Students take active part while teachers act as guides. When outlining an assignment, teachers shoulder the great responsibility. They are to collect sufficient materials about the topic from different sources. Next step for them will be to give a short account about the topic in the form of a story so as to rouse interest in the pupils', mind about the topic concernep.

The lesson may be made more intresting with the help of pictures, film-strips, models and various types of audio-visual aids.

Pupils' activities :

1. Classify the Kingdoms named in the Inscriptions into 4 categories.
2. Underline, on their own map, the names of the kingdoms subjugated, in red.
3. Underline the names of the Kingdoms conquered but not occupied, in pink.
4. Underline the names of the kingdoms owing allegiance, in blue.
5. Underline the names of the friendly kingdoms, in yellow.
6. Draw a red line round the names of the kingdoms of the 1st category.
7. Draw red horizontal lines across the area.
8. Draw another red line round the names of the kingdoms of the 2nd category.
9. Draw red oblique lines across the area.
10. Draw another red line around the names of the kingdoms of the 3rd category.
11. Draw blue horizontal lines across the area.
12. Draw another red line around the names of the kingdoms of the 4th category.

Teacher's activities :

He puts the names of the kingdoms in the border of the 4th line.

Pupils' activities :

1. Take a note of the boundary of the empire under Chandra Gupta I.
2. Take a note of the boundary of the empire under Samudra Gupta.
3. Compare the extents of the two.

4. Compare the extents of Samudra Gupta's empire and that of Ashoka.
5. Conclusive remark.

[It should be made clear that mere boundary of the Gupta emprire or conquests of its kings do not speak for its glory or otherwise. There are other onntributing factors too—viz. administration, science and literature, art and sculpture, religion, and so on. The teacher has to prepare his assignments accordingly.—*Editor.*]

III. Out-of-Class Assignment (Short Term)

Class—IX Age—14 Time—50 minutes

Subject : History of India.

Topic of the day : Lord Buddha and Mahavir. Write an essay on 'Buddha and Mahavir' of approximately 6 pages.

You are to study the following points at home :—

(a) Dates of their births.

(b) Time distance from the Vedic Age—how many years after the coming of the Aryans and how many years before Alexander's invasion.

(c) Their Parentages.

(d) Early names and titles.

(e) What made them think of life ?

(f) How they tried to get at the truth ? Note their difference.

(g) Discuss their teachings and show how they differ.

(h) How did Buddhism influence the life of the countrymen and how did Jainism do that ?

(i) Where do they agree ?

(j) Were the doctrines fundamentally different from Hindusim ?

(k) Present position of Buddhisim and Jainism.

Reference Books.

1. Pigon—Pre-historic India.
2. Balsam—The Glory that was India.

3. Majumdar, Roychowdhury & Datta—An Advanced History of India.
4. P. C. Bagchi—বৌদ্ধ ধর্ম ও সাহিত্য।
5. K. P. Singh—Indian History.
6. Iswari Prasad Singh—Bharataka Itihas.
7. Jaysankar Prasad—Chandragupta.
8. Manoranjan Roy—Goutam Buddha.
9. A. Sen—জৈন ধর্ম॥ বৌদ্ধ ধর্ম॥ ভারতের ধর্মগুরু।
10. Ishan Ghosh—Jataka.
11. Vikshu Shilabhadra—বুদ্ধবাণী।
12. 2500 years of Buddhism in India.

IV. Out-of-Class Assignment (Long Term)

Class IX — Age—14

Subject : Siberia.

The teacher introduces the subject in the class with the help of a picture of a herd of some reindeer and a family of Somoyeds. Then he gives a short account of the country. Students are then asked to prepare the report on Siberia, dealing with following points, during the summer recess and to submit the report on the re-opening date.

They are directed to supplement their reports by sketch maps of Siberia showing (i) physical features, (ii) river system, (iii) natural vegetation belts, and (iv) Trans-Siberian Railway with important towns on it.

(a) Position & size.

(b) Physical features : main divisions—mountain ranges.

(c) River system : direction of the rivers—rivers are valuable assets of Siberia—over-flowing of rivers in Spring—number of days rivers remain frozen.

(d) Climate : type of climate—maximum and minimum temperature—Isothermal lines in summer and winter—annual precipitation—period of maximum precipitation—different climatic divisions.

(e) Vegetation : three chief vegetation belts—forest products—development of lumbering industries.

(f) Agriculture : Special feature of agaicultural farming—different crops—further development of agricultural farming.

(g) Pastoral industry : cattle rearing—reindeer farming.

(h) Mineral resources : Siberia is called a land, of gold—chief minerals—basic and strategic minerals.

(i) Industries : dairy industry—heavy industries.

(j) Communication : Trans—Siberian Railway—rivers as highway of commerce—air transport—land transport.

(k) Fauna : trapping of fur-bearing animals.

(l) Population : distribution of population—density of population—aborigines—early settlers—Russian colonies—occupation of the people living in Tundra, Taiga and Steppe.

(m) Chief towns : Omosk, Tomosk, Irkutsk, Vladivostock, Yakutsk, Biisk, Krasnoyansk.

(n) Future developments : causes of slow development.

(o) Political condition.

Books of Reference :

1. Countries of the World. Vol. VI. p. 3629—3644
2. Lands & People. Vol. III. p. 129—162
3. Man the World Over. Vol. III. chap. 18
4. World-wide Geographies—Stembridge. p. 226—232
5. Asia—Dudley Stamp. p. 950—679
6. Economic Geography—MacFarlane. p. 266—274
7. Modern Geography—Sohanlal.
8. Bhugol Probeshika—Hazari Singh.
9. Society & Education—S. Bhattacharya

I. A Class Debate on the 'Refugee Problem'.

Modern School, Park Circus.

Clase VIII.

Teacher—Satyaranjan Roychoudhuri.

Topic—A class debate on the suggestion to solve the refugee problem and re-examination of the shifts of population tending to perpetuate the refugee problem.

The teacher's task was primarily confined to preparing instruction and guiding the boys for holding a class debate on the topic assigned. While preparing the instrnction and supplying the sources of information,the teacher had to be very careful about intellectual attainment of the pupils and there general knowledge vis-a-vis the given topic. There was a full discussion of the problem with the class. The discussion was of a general nature and the boys were asked to give their opinion for the procedural conduct of the debate. It was decided that the class would be divided into three groups, a particular assignment being entrusted to each group.

Group A was required to collect *sources of information* with regard to the Refugee Problem. The group had a long meeting with the teacher and a prolonged discussion was held. The teacher, in course of discussion with the group, supplied the following information :—

1. Historical background.
2. The British policy of 'divide-and-rule'.
3. Separate electorates.
4. The Two-Nation Theory of the Muslim League.
5. The Communal Award of 1935.
6. Communal disturbances in India in 1946.
7. The cabinet Mission and its failure.
8. Mountbatten's June Award (1947).
9. Assurances given to the minorities by the leaders of the Congress and Muslim League.
10. The Radcliff Award fixing up the boundary between India and Pakistan.
11. Exchange of population in the Punjab.
12. Nature of the refugee problem in West Bengal.
13. Measures adopted so far by the government for rehabilitating the refugees in West Bengal.
14. The latest policy of the government with regard to the refugee problem.

The members of the group took down extensive notes. They were also asked to consult the following sources :—

(i) Mountbatten in India—by Alan Johnson.
(ii) Mountbatten's June Award [1947].
(iii) The Radcliff Award.
(iv) India Act of 1947 of the British Parliament.
(v) The Delhi Pact, 1952.
(vi) Government publications on the debates held from time to time on the refugee problem in the Indian Parliament and the West Bengal Lagislature.

Boys were also asked to contact with the Rehabilitation Officer, Govt. of West Bengal.

* * *

Group B was required to *visit some refugee camps and colonies* within and outside Calcutta and to see for themselves the actual condition under which the refugees are living, to know from the refugees themselves their own stories of the causes of their migration, the nature of the relief received by them and their own opinion as to the policy of the Govt. of India to solve the refugee problem.

The members of the Group B visited a camp and two colonies under the guidance of the teacher.

* * *

Group C was required to *prepare a report on the sources of information* to be supplied by Group A and Group B. The proposed report was to define the nature and scope of the discussion to be held and the language of the resolution to be moved.

Group C held two meetings and prepared a general report for the class as a guide to the class debate. The teacher was consulted and his opinion was sought. The report was read out by a member of the group before the class.

The report first defined the nature and scope of the discussion (debate). It also supplied necessary information for the procedural conduct of the debate. The report furnished the following information for a proper appreciation of the problem :—

(i) Historical background.
(ii) Number of refugees in West Bengal.

(iii) Measures adopted so far.

(iv) Number of refugees rehabilitated so far.

(v) Causes of the continued influx of population.

The report no doubt relied on the government statistics but declared them to be not satisfactory.

It was decided that only four boys would take part in the debate.

A resolution appreciating the gigantic nature of the problem and the difficulties of the government in solving it and yet disfavouring the acceptance of the latest policy of the government was unanimously passed,

* * *

In course of the discussions held in the class on the subject, the following problems were raised :—

1. Nature of the refugees from East Pakistan.
2. The condition of living in various government camps.
3. The value of giving relief and its effects on the refugees.
4. Government policy towards the refugees.
5. The effect of the refugee problem on the national economy.
6. Social problems raised by the refugees,

II. Group work.

Shri Ramkrishna Shikshalaya, Howrah.

Class—IX

Teacher—Shri Shyamakanta Bhakta.

Subject—Means of Transporation in West Bengal and their gradual development.

1. The teacher announced the topic in the class. He gave a brief outline of the different aspects of the topic.

2. The class in co-operation with the teacher classified the lesson into the assigoments as stated below for group-work :—

(a) History of the gradual development of the means of transportation.

(b) Gradual development of the means of transportation in West Bengal.

(c) Means of transport in Calcutta—their gradual development and facts about the present system of transport.

(d) Facilities of transport between West Bengal and other parts of India. Means of transportation between Calcutta and the World outside.

(e) The part played by the transport system in the economics and defence of a land.

(f) Transport system in the advancement of civilisation and culture.

3. The class divided itself into six groups and each was alloted an assignment.

4. The teacher gave necessary directions, occasional help and short notes.

5. The groups compiled their work and submitted them to the teacher. Each group read out its report before the class. A few periods were then devoted to a discussion of the problems as stated below :—

(i) The government policy regarding the state transport and the private transport systems.

(ii) Inadequacy of the city transport system.

(iii) Electrification of suburban railways.

(iv) Accidents and overcrowding.

The teacher supplied the boys with the following list of

Reference Books :—

1. 'Banglay Bhraman' [in Bengali]—Publications Division of the Railways.
2. Eastern Railway Time-table and Guide.
3. Odhams Encyclopaedia for children [profusely illustrated in full colour].
4. 'Banijyik-o-Arthanaitik Bhugol' [in Bengali]—P. Chakravarti.
5. Commertial Geography—A. Dasgupta.
6. Oxford Commercial Atlas.
7. Five Years' Plan—Govt. of India.
8. Census Report, 1951.

9. Publications from the State Publicity Department on transport system.

The teacher supplied the students with the following *Sources of Information* :—

1. Directorate of Transport, Writers' Buildings.
2. Transport and Communication, Ministry of Airport—Civil Aviation Department, Dum Dum.
3. State Transport, with extension to D.G. Transportation, etc. 5, Nilgunj Road, Belgharia.
4. Railway Head office, Eastern Zone—Fairlie Place, 17, Netaji Subhas Road, Calcutta 1.
5. Bengal Bus Syndicate—6, Dharmatala Street, Calcutta.
6. Calcutta Tramways Co. Ltd.—P4, Mission Row Extension, Calcutta.
7. Office of the Port Commission—15, Strand Road, Calcutta.
8. West Bengal Lorry Syndicate—61, Madan Street, Calcutta 14.
9. Calcutta Corporation.
10. Indian Airlines Corporation—Hindusthan Buildings.
11. The Statesman, 29th October 1957.
12. The Jugantar, 12th December 1957.

REPORT OF THE GROUP IV

On

Reference Books And Additional Sources Of Information

The group met to work out the assignment on the 23rd and the 30th November, and on the 18th and the 19th December, 1957. Mr. Van Order attended the last meeting as an observer and resource person. The whole assignment was sub-divided into several parts, the members of the group being assigned to work on them. The general atmosphere of the group meetings was co-operative and friendly.

With the evolution of general aims in education of adjustment to environment and preparation for intelligent citizenship, outlook in teaching geography, history and civics is changed. Inclusion of Social Studies in the curriculum of our higher secondary schools has therefore been a necessity. The group accordingly laid down certain principles in using the materials from the different sources of iaformation.

Principles in Using the Materials :—

The first part of the syllabus, mentioned on Section I, deals with Human Geography and is divided into sub-sections. In selecting materials, teachers should take into consideration the fact that this part of geography is an explanatory studyshowing how the environment has conditioned and influenced the rise and evolution of civilisation as well as the life and destiny of people living in a particular region. In this context the materials should be selected for practical teaching in class-room.

The second part of the syllabus deals with the evolution of of Indian culture and its contacts with the other peoples. So this should not be taken as the teaching of the traditional subject of the History of India which is being taught so long in our schools. There is the distinctive suggestion at the begin-

ning of Section II of the revised syllabus compiled by the Board of Secondary Education, West Bengal, that a political framework will be used only the extent necessary to preserve continuity and time-sequence.

GROUP IV

Section III of the syllabus deals with principles of citizenship and government. In selecting materials in this field also due consideration should be given to the fact that this is meant for emphasising the pupils' relation to their social environment which is conceived as a series of successively enlarged communities: the local community—the state community—the national community—the world community.

Our attempts to prepare the list section by section cannot be taken as exhaustive.

Section I : Living In Communities

(A) Living in the Local Community

[Teachers' level]

1. India and Pakistan by O. K. Spate.
2. Regional Geography by D. Stamp.
3. Books on West Bengal Districts—published by Publicity Department, Govt. of West Bengal.
4. Society & Education by S. Bhattacharya—(Prabartak Publishers)

[Pupils' level]

1. Text-books on Geography, classes IV & V. Specially Chapters on 'Samajer Bandhu' and geographical account of West Bengal.

(*i*) *Food-Gathering Economy :*

1. The Imperial Gazetteer of India—Oxford 1908 ; vol v ; pp 354–72.
2. A Reader in General Anthropology by C. S. Coon—Jonathan Cape 1950 ; pp 172–213.
3. From Volga to Ganges by R. Sankrityayana.
4. Our growing Human Family by M. Masani.

8. Tales from Rajput Chivalry—Calcutta University.
9. Todd's Annals of Rujasthan.
10. Everyday Life of India by Padminl Sengupta.

Section III : Citizenship and Government

1. Text-Book on Civics and Economics for Higher Secondary Course.
2. Text-book on School Final Hygiene.
3. Indian Constitution by Mahajan.
4. Foreign Policy of India.
5. Books and pamphlets on U. N. O. activities.—available in the U. S. I. S. Library, Surendranath Banerjee Road, Calcutta.
6. Humanism and Education in East and West—UNESCO publication.

Broad Reference

1. Hindusthan Year Book—latest edition.
2. Census Report.
3. History, Geography and Social Studies—UNESCO Publication.

Sources of Information

1. Publicity Department, Calcutta Corporation.
2. Ministry of Information, Govt. of W. Bengal.
3. Publicity Department, Govt. of W. Bengal.
4. Central Publicity Department, Government of India.
5. Consulates of different foreign countries.
6. Newspapers.

REPORT OF THE GROUP V
VISUAL AIDS

The importance of visual aids, in the context of modern methods and techniques of instruction, has gained considerable ground almost in every progressive country of the world. Teaching of Social Studies, as has been envisaged in all multi-lateral Schools in India, will be greatly benefited if and when visual aids would contribute to the understanding of a partiocular topic or problem.

The group, consisting of six teacher-participants, was assigned by Mr. Van Order to prepare visual aids based on some selected topics. The work of the group was very smooth-running, all the members being actively associated with the whole work assigned to them. Students of Jagabandhu Institution, Ballygunge, and South Suburban (Main) School, Bhowanipur, lent their able support to their teachers, Sri Pijush Kanti Chatterjee and Sri Jagabandhu Adhikary, in preparing these useful aids. The former convened two meetings in his school to discuss matters with the teacher-participants while in the last meeting held in the said school an exhibition was arranged where the aids were displayed for perusal of Mr. Van Order. The visual aids were as follows :—

Charts ahd Graphs :

1. Schematics of

(a) Calcutta Corporation, (b) West Bengal State Government, (c) The Indian Union, (d) Typical Village Panchayat. Proper care was taken to indicate in these schematics the elected and appointive officials and to show also public services rendered by these institutions.

2. Bar Graphs—

A visual presentation of the two Five-Year Plans of

India, showing allotment of money in different areas of activity.

3. Pie Charts—

(a) Visual presentation of the two Five-Year Plans.

(b) The National Budget—Union revenue and Union expenditure.

II. DISPLAY : (Jute—West Bengal's important crop)—

1. On a large *cardboard*, jute in the various stages of processing was displayed.

2. In another *album*, the following were displayed :—raw jute, sample of the finished products.

3. On another cardboard, a large map of the world was drawn, showing therein the places where the jute products are exported from India.

It is needless to say that no rigid rules can be laid down as to the *nature* of visual aids, for, the teacher has to use his discretion as to which kind of aid he should suggest to his pupils—bar graph, pie chart, schematics, or display.

The teachers participating in the course spoke highly of the exhibits prepared by the members of Group V.

List of participants in the Short Term Follow-up Course in Social Studies

Group I

1. Sri Parasuram Rai—Arya Vidyalaya, 19, Cornwallis St., Calcutta-6.
2. Sri Ram Abhilas Upadhayay—Sree Maheswari Vidyalaya, Calcutta-7.
3. Sri Kamalpati Dubey— Do
4. Sri Maran Chandra Karmakar—Baghbazar High School, Calcutta-3.
5. Sri J C. Chakrabarty—Shyamapada Institution, Cal-6.
6. Sri Tarapada Kusari—Keshub Academy. Calcutta-6
7. Sri Chandramani Pandey—Tantia High School, Cal-7.
8. Sri Sharda Kumar Pandey—S. V. S. Vidyalaya, Cal-7.

Group II

1. Sri Monoranjan Chatterjee—Baghbazar High School, Calcutta-3.
2. „ Madan Mohan Mullick— —do—
3. „ Anil Kumar Mahapatra—Park Institution, Cal-4.
4. „ Apurba Kanti Chatterjee—Calcutta Training Academy, Calcutta-6.
5. „ Ranjit Sengupta—Rani Bhabani School, Cal-6.
6. „ Bisweswar Chakrabarty, Keshub Academy, Cal-6.
7. „ Bijoy Kumar Gupta—Metropolitan Institution, Calcutta-6.
8. „ Keshub Chandra Adhikary—Scottish Church Collegiate School, Calcutta-6.

Group III

1. Sri Shyamakanta Bhakta—Ramkrishna Sikhsalaya, Howrah.
2. „ Satya Ranjan Roy Choudhury—Modern School, Calcutta-17.
3. „ Sukumar Mitra—Hindi High School, Calcutta-16.

Group IV

1. Sri Supravat Chakravarty—Ballygunje Govt. High School. Calcutta-20.
2. ,, Jyotish Chandra Ganguly—Kalighat High School, Calcutta-26.
3. ,, Lalit Kumar Dhar—Kalighat High School, Cal-26.
4. ,, Monoranjan Bhattacharya—Ballygunje Govt. High School, Calcutta-20.

Group V

1. Sri Kishori Mohan Sarkar—Jagadbandhu Institution, Calcutta-19.
2. ,, Rabindra Kishore Chakrabarty—Kailash Vidyamandir, Calcutta-27.
3. ,, Dhirendra Chakrabarty— 20
4. ,, Jagadbandhu Adhikari—South Suburban High School (Main), Calcutta-25.
5. Pijush Kanti Chatterjee—Jagatbandhu Institution. Calcutta-19.
6. ,, Jagadish Ganguly—Kailash Vidyamandir, Cal-27.

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